

Strand: 4.000 Visual Arts

Kindergarten: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
1. Understanding and applying media, techniques and processes.	1.1 K-4 1a R:1:1	Student will know the differences between materials,	I	<ul style="list-style-type: none"> Use paper, clay, tempera paint, glue, crayons and pencils. 		<ul style="list-style-type: none"> Create a variety of artwork using listed materials. (All units) 	<ul style="list-style-type: none"> Product Checklist
	1.2 K-4 1a R:1:1	Student will know the differences between techniques,	I I I	<ul style="list-style-type: none"> Manipulate art tools in a proper manner. Use tempera paint to make a painting. Use modeling method. 	<ul style="list-style-type: none"> Color wheel 	<ul style="list-style-type: none"> Create a painting. (Unit 2) Create a repeat pattern using the sponge print method. (Unit 3) Create a collage using a variety of basic geometric shapes. (Unit 5) Use modeling techniques, such as pinch and pull to create a sculpture of a pet. (Unit 7) 	<ul style="list-style-type: none"> Skills Checklist
	1.3 K-4 1a R:1:1	Student will know the differences between and processes.	I	<ul style="list-style-type: none"> Produce a collage, drawing, painting and sculpture. 		<ul style="list-style-type: none"> Produce a variety of artwork. (All units) 	<ul style="list-style-type: none"> Product Checklist
	1.4 K-4 1b, 1c R:1:1 R:1:2 R:3:3	Student will use different media, techniques, and processes to communicate ideas, experiences, and stories.	I	<ul style="list-style-type: none"> Use different media, techniques, and processes to communicate ideas, experiences and/or stories. 	<ul style="list-style-type: none"> <i>Clifford the Big Red Dog</i> by Norman Bridwell 	<ul style="list-style-type: none"> Use drawing media to depict children at play. (Unit 1) Tell stories about family pets. Create an animal sculpture from clay based on that pet. (Unit 7) 	<ul style="list-style-type: none"> Product Checklist

Strand: 4.000 Visual Arts, continued

Kindergarten: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
1.5 K-4 1d R:1:5	Student will use materials and tools in a safe and responsible manner.	I	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Teacher and student consistently demonstrate proper and safe use of materials and tools. (All units) 	<ul style="list-style-type: none"> Teacher observation with feedback 	
2. Using knowledge of structures and functions.	2.1 K-4 2a R:1:3 R:1:4	Student will know the differences among visual characteristics (art forms) and purposes of art in order to convey ideas.	I	<ul style="list-style-type: none"> Identify the following art forms: painting drawing sculpture collage 	<ul style="list-style-type: none"> Examples of: painting drawing sculpture collage 	<ul style="list-style-type: none"> View a variety of artwork, and define the visual characteristics of each art form, as it is being studied. (All units) 	<ul style="list-style-type: none"> Teacher observation
	2.2 K-4 2b R:1:4 R:3:1 F:1:4	Student will describe how different expressive features (of the elements of art) and organizational principles (of design) cause different responses.	I	<ul style="list-style-type: none"> Identify and use the following elements and principles: line shape texture color pattern 	<ul style="list-style-type: none"> Pictures that use line, pattern, shape, etc. Variety of actual textures 	<ul style="list-style-type: none"> Identify and discuss ways artists use colors in art. (Unit 2) Search for and identify patterns in the classroom. (Unit 3) Identify a variety of lines in The environment. (Unit 4) Identify and use a variety of geometric shapes. (Unit 5) Identify textures as the way That things feel when touched. (Unit 6) 	<ul style="list-style-type: none"> Product Checklist Observation of Classroom Performance Checklist
	2.3 K-4 2c R:3:1 R:3:2 F:1:6	Student will use visual structures and functions of art to communicate ideas.	I	<ul style="list-style-type: none"> Use elements and principles of art (line, shape, color, texture etc.) and the utilitarian function of art to communicate ideas. 	<ul style="list-style-type: none"> Greeting cards 	<ul style="list-style-type: none"> Create a greeting card using line, shape and color. (Unit 5) 	<ul style="list-style-type: none"> Product Checklist Observation of Classroom Performance Checklist

Strand: 4.000 Visual Arts, continued

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Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1 K-4 3a R:2:3 F:1:1	Student will explore and understand prospective (possible) content for works of art.	I I I	<ul style="list-style-type: none"> • Explain that subject matter in art can include animals. • Use animals as subject matter for art. • Explain that people can be subject matter for art. 	<ul style="list-style-type: none"> • Prints of animals • Prints of people in art 	<ul style="list-style-type: none"> • Discuss a variety of artwork that have animals as the subject matter. (Unit 7) • Discuss a variety of artwork that have people as the subject matter. (Unit 8) 	<ul style="list-style-type: none"> • Product Checklist
	3.2 K-4 3b R:1:3	Student will select and use subject matter, symbols and ideas to communicate meaning through artwork.	I	<ul style="list-style-type: none"> • Use subject matter, symbols and ideas in artwork. 	<ul style="list-style-type: none"> • Examples of utilitarian objects • Examples of favorite objects 	<ul style="list-style-type: none"> • Create a utilitarian object (such as greeting card) that is decorated with shapes. (Unit 5) • Create a clay animal sculpture based on a family pet. (Unit 7) • Create a self-portrait. (Unit 8) 	<ul style="list-style-type: none"> • Product Checklist
4. Understanding the Visual Arts in relation to history and cultures.	4.1 K-4 4a R:2:1 R:2:2	Student will know that the Visual Arts have both a history and specific relationships to various cultures.	I	<ul style="list-style-type: none"> • Explain that Visual Arts depict different cultures and reflect everyday activities such as work and play. 	<ul style="list-style-type: none"> • Winslow Homer's "Snap the Whip" • Examples of artwork with people as subject matter from various times and cultures. 	<ul style="list-style-type: none"> • View and discuss a variety of artwork of people from various cultures. (Unit 8) • View and discuss a variety of artwork that depicts children at play. (Unit 1) 	<ul style="list-style-type: none"> • Teacher observation

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Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
	4.2 K-4 4b R:2:1	Student will identify specific works of art belonging to particular cultures, times and places.	I	<ul style="list-style-type: none"> View a variety of art form a various cultures. 	<ul style="list-style-type: none"> Prints of children at play from various cultures. Prints of people as subject matter from a variety of times and places. Prints/ sculptures of animals as subject matter. 	<ul style="list-style-type: none"> View and discuss artwork that depicts children at play. (Unit 1) Review and discuss the variety of artwork with people as subject matter. (Unit 8) View and discuss artworks with animals as subject matter. (Unit 7) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	4.3 K-4 4c R:2:1 R:2:2	Student will demonstrate how history, culture and Visual Arts can influence each other through making and studying works of art.	I	<ul style="list-style-type: none"> Discuss ways that art is influenced by environmental and cultural conditions. 		<ul style="list-style-type: none"> View a variety of artwork, and discuss what is important to the various cultures based on what is depicted. (Unit 1,7) Discuss what is important in The students' culture, based on what is depicted in students' own portrait. (Unit 8) 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
5. Reflecting upon and assessing the characteristics and merits of their works and others.	5.1 K-4 5a F:3:2	Student will understand various purposes for creating works of Visual Arts.	I	<ul style="list-style-type: none"> Identify the following purpose for creating artwork: <ul style="list-style-type: none"> - art that is utilitarian - art that depicts people, places, events, and/or objects. 		<ul style="list-style-type: none"> Define the utilitarian purpose of art: to be used as an everyday object. (Unit 5) Identify the purpose of art that depicts people, places, events, and/or objects. (Unit 1,7,8) 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist Product Checklist
	5.2 K-4 5b F:3:5	Student will describe how people's experiences influence the development of specific artwork.	I	<ul style="list-style-type: none"> Discuss artwork that has been influenced by the artist's past experiences. 		<ul style="list-style-type: none"> Discuss why art reflects the artist's past experiences, such as familiar games being depicted in students' own artwork. (Unit 1) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.3 K-4 5c R:3:3 R:3:4	Student will understand that there can be different responses to the same works of art.	I	<ul style="list-style-type: none"> Agree that there can be different responses to the same works of art based on personal experiences. 		<ul style="list-style-type: none"> Discuss the likes and dislikes of peers after viewing a variety of artwork. Emphasize that different responses are acceptable. (Unit 1,7,8) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist

Column Key: **F (Focus)** = (I) Introduced; (M) Mastered; (R) Reinforced; (E) Enhanced

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Strand: 4.000 Visual Arts, continued

Kindergarten: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	I	<ul style="list-style-type: none"> Discuss and value one's own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for students' own work and the work of others. Discuss ways one shows respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 K-4 6a E:3:7	Student will understand and use similarities and differences between characteristics of the Visual Arts and other arts disciplines.	I	<ul style="list-style-type: none"> Identify similarities and differences between the Visual Arts and other arts disciplines. 	<ul style="list-style-type: none"> A variety of artwork showing pattern. Tapes/CD's of a variety of music styles. 	<ul style="list-style-type: none"> Explain that art and music both have patterns. (Unit 3) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.2 K-4 6b E:3:7	Student will identify connections between the Visual Arts and other disciplines in the curriculum.	I	<ul style="list-style-type: none"> Identify similarities and differences between the Visual Arts and other disciplines. 	<ul style="list-style-type: none"> <i>Clifford the Big Red Dog</i> by Norman Bridwell 	<ul style="list-style-type: none"> Demonstrate ways animals can be subject matter in Language Arts and Visual Arts. (Unit 7) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
7. Writing about art.	7.0	Student will identify or describe his/her artwork in the written form.	I	<ul style="list-style-type: none"> Student will identify or describe own artwork in written form. 		<ul style="list-style-type: none"> Tell a story students own sculpture. (Unit 7) 	<ul style="list-style-type: none"> Oral Response

Strand: 4.000 Visual Arts

First Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
1. Understanding and applying media, techniques and processes.	1.1 K-4 1a R:1:1	Student will know the differences between materials,	I	<ul style="list-style-type: none"> Use paper, paint, clay, glue, crayons, computer and pencils. 		<ul style="list-style-type: none"> Create a variety of artworks using a variety of materials. (All Units) 	<ul style="list-style-type: none"> Product Checklist
	1.2 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between techniques,	I I I I I	<ul style="list-style-type: none"> Draw with attention to detail. (Skill reflects increased observation and knowledge of objects in their environment.) Use a stamp method of printmaking. Mix primary colors to create other colors. Use the modeling method of forming clay. Create a collage. 	<ul style="list-style-type: none"> Color Wheel Kid Pix Examples of Monet's artwork Examples of Cassatt's artwork 	<ul style="list-style-type: none"> Draw a family portrait with emphasis to line, shape, and visual texture. (Unit 1) Draw a house and garden with emphasis on showing space. (Near and far) (Unit 2) Create a Monet inspired painting. (Unit 4) Create a repeat pattern using the stamp method. (Unit 3) Mix primary colors to create other colors. (Unit 4) Create a utilitarian clay container using the modeling method. (Unit 6) Create a collage of shapes and textures (Unit 5) Create a computer graphic with emphasis on repetition of shapes. (Unit 7) 	<ul style="list-style-type: none"> Skills Checklist
	1.3 K-4 1a R:1:1 F:1:2 F:1:3 F:1:7	Student will know the differences between. and processes.	I	<ul style="list-style-type: none"> Produce a print, collage, drawing, painting, sculpture and computer graphic. 		<ul style="list-style-type: none"> Produce a variety of art forms. (All Units) 	<ul style="list-style-type: none"> Product Checklist
	1.4 K-4 1b, 1c F:1:2 F:1:3	Student will use different media, techniques, and processes to communicate ideas, experiences, and stories.	I	<ul style="list-style-type: none"> Use different media, techniques, and processes to communicate ideas, experiences and/or stories. 		<ul style="list-style-type: none"> Create a drawing that depicts a house and garden. (Unit 2) 	<ul style="list-style-type: none"> Product Checklist

Strand: 4.000 Visual Arts, continued

First Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
	1.5 K-4 1d F:1:8	Student will use materials and tools in a safe and responsible manner	I	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Demonstrate proper and safe use of materials. (All Units) Observation of Classroom Performance Checklist
2. Using knowledge of structures and functions.	2.1 K-4 2a F:1:4 F:3:2	Student will know the differences among visual characteristics (art forms) and purposes of art in order to convey ideas.	I	<ul style="list-style-type: none"> Identify the following art forms: painting drawing collage painting print 	<ul style="list-style-type: none"> Examples of: painting drawing sculpture collage print 	<ul style="list-style-type: none"> Create and discuss art forms and their characteristics. Art Criticism Activity
	2.2 K-4 2b F:1:4 F:1:5 F:1:6	Student will describe how different expressive features (of the elements of art) and organizational principles (of design) cause different responses.	I	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles: line shape texture color pattern space 	<ul style="list-style-type: none"> Posters for all elements and principles (Crystal Productions) 	<ul style="list-style-type: none"> Identify, discuss and use elements and principles and their qualities: line, shape, texture (Unit 1) line, color, space (Unit 2) pattern (Unit 3) color (Unit 4) shape (Unit 5) line, shape, color (Unit 7) Product Checklist Selected Response
	2.3 K-4 2c F:1:5 F:1:6	Student will use visual structures and functions of art to communicate ideas.	I	<ul style="list-style-type: none"> Use the sensory and expressive features of the elements and principles (visual structures) and the functions of art (utilitarian; and art that depicts people, places, events and/or objects. 		<ul style="list-style-type: none"> Use sensory and expressive features of the elements and principles and the following functions of art to communicate ideas: Functions of art to be studied are: Art that depicts people (Unit 1), places (Unit 2, 4), and objects (Unit 6).

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3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1 K-4 3a F:1:1 F:2:1	Student will explore and understand prospective (possible) content for works of art.	I I I	<ul style="list-style-type: none"> Explain that subject matter for art can include architecture. Use architecture as subject matter for art. Use self as subject matter in art. 	<ul style="list-style-type: none"> Examples of architecture Examples of a variety of portraits 	<ul style="list-style-type: none"> Create a house and garden drawing. (Unit 2) Create a family portrait. (Unit 1) 	<ul style="list-style-type: none"> Product Checklist Selected Response
	3.2 K-4 3b F:1:1	Student will select and use subject matter, symbols and ideas to communicate meaning through artwork.	I	<ul style="list-style-type: none"> Use subject matter, symbols and ideas in artwork. 		<ul style="list-style-type: none"> Use shapes in a stamp print method project. (Unit 3) 	<ul style="list-style-type: none"> Product Checklist
4. Understanding the Visual Arts in relation to history and cultures.	4.1 K-4 4a F:2:1 F:2:2	Student will know that the Visual Arts have both a history and specific relationships to various cultures.	I I	<ul style="list-style-type: none"> Discuss a variety of artwork depicting houses and gardens. Discuss utilitarian art of past cultures. 	<ul style="list-style-type: none"> A variety of artworks depicting houses and gardens. 	<ul style="list-style-type: none"> Discuss art houses and gardens. (Unit 2) Discuss art that gives information about our past. (Unit 6) 	<ul style="list-style-type: none"> Art Criticism Activity
	4.2 K-4 4b F:2:2 F:2:3	Student will identify specific works of art belonging to particular cultures, times and places.	I	<ul style="list-style-type: none"> Identify art from the past. 	<ul style="list-style-type: none"> Mimbres classic pottery <i>When Clay Sings</i> by Byrd Baylor 	<ul style="list-style-type: none"> Identify and discuss the concept of art from a past culture. (Unit 6) Compare and contrast utilitarian containers from past cultures with utilitarian containers of the present. (Unit 6) 	<ul style="list-style-type: none"> Selected Response
	4.3 K-4 4c F:2:2 F:2:3	Student will demonstrate how history, culture and Visual Arts can influence each other through making and studying works of art.	I	<ul style="list-style-type: none"> Discuss various ways art is influenced by environmental and cultural conditions. 		<ul style="list-style-type: none"> Discuss ways that art is influenced by cultural and environmental differences and similarities. (Unit 2, 6) 	<ul style="list-style-type: none"> Art Criticism Activity

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Strand: 4.000 Visual Arts, continued

First Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
5. Reflecting upon and assessing the characteristics and merits of their works and others.	5.1 K-4 5a F:3:2	Student will understand various purposes for creating works of Visual Arts.	I	<ul style="list-style-type: none"> Identify the following purposes for creating artwork: <ul style="list-style-type: none"> - art that depicts people, places, events and/or objects. - art that is utilitarian 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> - art that depicts people, places, events and/or objects. - art that is utilitarian 	<ul style="list-style-type: none"> Identify the following purposes of art: <ul style="list-style-type: none"> - art that depicts people (Unit 1), places (Unit 2) events and/or objects (Unit 3) - art that is utilitarian (Unit 6) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.2 K-4 5b F:2:2 F:3:1	Student will describe how people's experiences influence the development of specific artwork.	I	<ul style="list-style-type: none"> Identify and discuss how people's experiences influence artwork. 		<ul style="list-style-type: none"> Discuss how people's experiences will influence their artwork. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.3 K-4 5c F:3:3 F:3:5	Student will understand that there can be different responses to the same works of art.	I	<ul style="list-style-type: none"> Agree that there can be different responses to the same works of art based on personal experiences. 		<ul style="list-style-type: none"> Discuss students' varied responses to the same artworks. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	I	<ul style="list-style-type: none"> Discuss and value one's own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for students' own work and the work of others. Discuss ways to show respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 K-4 6a F:2:3	Student will understand and use similarities and differences between characteristics of the Visual Arts and other arts disciplines.	I	<ul style="list-style-type: none"> Identify similarities and differences between the Visual Arts and other arts disciplines. 	<ul style="list-style-type: none"> Jacob Lawrence's "Parade" CD or tape of music with a variety of rhythms 	<ul style="list-style-type: none"> Identify similarities and differences between the Visual Arts and music, discussing the concept of rhythm in music compared to the concept of pattern in art. (Unit 3) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.2 K-4 6b	Student will identify connections between the Visual Arts and other disciplines in the curriculum	I	<ul style="list-style-type: none"> Identify connections between the Visual Arts and other disciplines in the curriculum. 		<ul style="list-style-type: none"> Discuss the concept of the Visual recording history. (Unit 6) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist

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First Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
	6.3 F:2:5	Student will identify careers in the Visual Arts	I	<ul style="list-style-type: none"> Student will identify careers in the Visual Arts areas. (e.g. children’s book illustrator, sculptor, graphic designer, painter, film animator, etc.) 		<ul style="list-style-type: none"> Discuss ways in which the Visual Arts are integrated into a variety of career fields. (Unit 5) 	<ul style="list-style-type: none"> Selected response tools.
7. Writing about art.	7.0 F:3:3 F:3:4	Student will identify or describe artwork; discuss preferences in art; or critique (evaluate) own artwork in the written form.	I	<ul style="list-style-type: none"> Student will identify or describe artwork; discuss preferences in art; or critique (evaluate) own artwork in the written form. 		<ul style="list-style-type: none"> Describe feelings portrayed in the in a painting emphasizing cool colors. (Unit 4) 	<ul style="list-style-type: none"> 6-trait writing rubric

Strand: 4.000 Visual Arts

Second Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
1. Understanding and applying media, techniques and processes.	1.1 K-4 1a F:1:2	Student will know the differences between materials,	M	<ul style="list-style-type: none"> Use paper, paint, clay, crayons, pencils, chalk pastels, computer and markers. 		<ul style="list-style-type: none"> Create a variety of artworks using listed materials. (All Units) 	<ul style="list-style-type: none"> Product Rubric
	1.2 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between techniques,	M M M M M	<ul style="list-style-type: none"> Draw with attention to detail. (Skill reflects increased observation and knowledge of objects in students' environment.) Use a stencil method of printmaking. Mix primary colors to create other colors. Use hand-building methods to create a utilitarian clay container. Create a computer graphic. 	<ul style="list-style-type: none"> Color Wheel ClarisWorks Examples of Hohokam/Anasazi, Pottery Prints of masks from diverse cultures. 	<ul style="list-style-type: none"> Draw a picture of a favorite neighborhood activity with attention to space (near, far, overlapping). (Unit 3) Create a chalk stencil print emphasizing shape. (Unit 1) Mix primary colors to create other colors in a non-objective painting expressing mood. (Unit 1) Create a clay artwork with decorative qualities. (Unit 4) Create a mask design utilizing computer drawing or paint tools, with emphasis on symmetrical balance and pattern. (Unit 2) 	<ul style="list-style-type: none"> Skills Checklist Worksheet
	1.3 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between and processes.	M I I I	<ul style="list-style-type: none"> Produce a print, collage, drawing, craft, painting, computer graphic and sculpture. Produce a landscape. Produce realistic, abstract, and non-objective artworks. 		<ul style="list-style-type: none"> Produce a variety of art forms. (All Units) 	<ul style="list-style-type: none"> Product Rubric
	1.4 K-4 1b, 1c F:1:2 F:1:3	Student will use different media, techniques, and processes to communicate ideas, experiences, and stories.	M	<ul style="list-style-type: none"> Use different media, techniques, and processes to communicate ideas, experiences and/or stories. 		<ul style="list-style-type: none"> Draw a picture that tells a story of life in a neighborhood. (Unit 3) 	<ul style="list-style-type: none"> Short Answer Observation of Classroom Performance Checklist
	1.5 K-4 1d F:1:8	Student will use materials and tools in a safe and responsible manner.	M	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Demonstrate proper and safe use of materials. (All Units) 	<ul style="list-style-type: none"> Skills Checklist

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Second Grade: Fine Arts

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2. Using knowledge of structures and functions.	2.1	Student will know the differences among visual characteristics (art forms) and purposes of art in order to convey ideas.	M	<ul style="list-style-type: none"> Identify and compare the following art forms: <ul style="list-style-type: none"> painting drawing sculpture craft print collage 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> painting drawing sculpture craft print collage 	<ul style="list-style-type: none"> Create and discuss art forms and their characteristics. (All Units) 	<ul style="list-style-type: none"> Art Criticism Activity
	2.2	Student will describe how different expressive features (of the elements of art) and organizational principles (of design) cause different responses.	RR RR MI MI	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles and their expressive qualities: <ul style="list-style-type: none"> line shape texture (actual, visual) color space (near/far, overlapping) balance (symmetry) pattern form 	<ul style="list-style-type: none"> Posters for all elements and principles (Crystal Productions) 	<ul style="list-style-type: none"> Identify, discuss and use elements and principles and their qualities: <ul style="list-style-type: none"> line, color, shape, texture, space, balance (Unit 1) line, shape, color, pattern, balance (Unit 2) line, shape, space (Unit 3) form (Unit 4) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	2.3	Student will use visual structures and functions of art to communicate ideas.	M	<ul style="list-style-type: none"> Integrate the sensory and expressive features with the functions of art (utilitarian; art that depicts people, places, events, and/or objects. 	<ul style="list-style-type: none"> Cezanne Kandinsky Klee Matisse (cut-outs) Miro Shapiro 	<ul style="list-style-type: none"> Use sensory and expressive features of the elements and principles and the following functions of art to communicate ideas. Functions of art to be studied are: <ul style="list-style-type: none"> Art that depicts people (Unit 1), places (Unit 1, 3), and objects (Unit 1, 2, 4). 	<ul style="list-style-type: none"> Product Rubric

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1 K-4 3a F:1:1 F:2:1 F:2:4	Student will explore and understand prospective (possible) content for works of art.	I M I I I	<ul style="list-style-type: none"> Explain that subject matter in art can include people and objects. Use people as subject matter for art. Use inanimate objects as subject matter for art. Examine and discuss artwork which uses environments for subject matter. Examine and discuss artworks from early Arizonian natives. 	<ul style="list-style-type: none"> Klee; Head of Man Chagall; I and the Village Kandinsky print 	<ul style="list-style-type: none"> Create non-objective art. (Unit 1) Create an abstract portrait, emphasizing texture. (Unit 1) Create a painting/ drawing about neighborhood activity. (Unit 3) Create a computerized mask design reflecting personal interests. (Unit 2) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	3.2 K-4 3b F:1:1	Student will select and use subject matter, symbols and ideas to communicate meaning through artwork.	M	<ul style="list-style-type: none"> Use subject matter, symbols and ideas in artwork. 		<ul style="list-style-type: none"> Create a utilitarian container with decorative qualities reflecting an early Native Arizonan culture. (Unit 4) 	<ul style="list-style-type: none"> Product Rubric
4. Understanding the Visual Arts in relation to history and cultures.	4.1 K-4 4a F:2:1 F:2:2 F:2:3	Student will know that the Visual Arts have both a history and specific relationships to various cultures.	I M I	<ul style="list-style-type: none"> Discuss a variety of artists and their purposes for creating art. Examine and discuss the functions of clay objects. Examine and discuss pottery from early Arizonan natives. 	<ul style="list-style-type: none"> Prints from a variety of artists and styles e.g.: Klee, Kandinsky, Monet, Matisse, Miro, Shapiro Anasazi, Mogollan, Hohokam pottery 	<ul style="list-style-type: none"> Discuss the Visual Arts that reflect: Neighborhoods (Unit 3) Diverse Cultures (Unit 2) Early Arizonan Natives (Unit 4) 	<ul style="list-style-type: none"> Art Criticism Activity
	4.2 K-4 4b F:2:2 F:2:3	Student will identify specific works of art belonging to particular cultures, times and places.	M I I	<ul style="list-style-type: none"> Identify masks from diverse cultures and the reasons for making them. Identify a variety of modern European and American artists. Identify the utilitarian function of clay objects from early Arizonan native cultures. 	<ul style="list-style-type: none"> Prints from a variety of artists and styles e.g.: Klee, Kandinsky, Monet, Matisse, Miro, Shapiro Anasazi, Mogollan, Hohokam pottery 	<ul style="list-style-type: none"> Identify, compare, and contrast masks from diverse cultures. (Unit 2) Identify, compare, and contrast the diversity of a neighborhood in different cultures. (Unit 3) Identify functions for clay objects from early Arizonan natives (Unit 4). 	<ul style="list-style-type: none"> Selected Response

Column Key: **F (Focus)** = (I) Introduced; (M) Mastered; (R) Reinforced; (E) Enhanced

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Strand: 4.000 Visual Arts, continued

Second Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
	4.3 K-4 4c F:2:2 F:2:3	Student will demonstrate how history, culture and Visual Arts can influence each other through making and studying works of art.	M	<ul style="list-style-type: none"> Discuss how art is influenced by environmental and/or cultural conditions. 		<ul style="list-style-type: none"> Describe how artwork from various cultures can be similar and different. (Units 2, 3 and 4) 	<ul style="list-style-type: none"> Oral Response
5. Reflecting upon and assessing the characteristics and merits of their works and others.	5.1 K-4 5a F:3:2	Student will understand various purposes for creating works of Visual Arts.	M	<ul style="list-style-type: none"> Identify the following purposes for creating artwork: <ul style="list-style-type: none"> - art that is utilitarian - art that depicts people, places events and/or objects, 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> - utilitarian art - artwork that depicts people, places, events and/or objects. 	<ul style="list-style-type: none"> Discuss and identify the following purposes of art: <ul style="list-style-type: none"> - art that is utilitarian (Unit 4) - art that depicts people, places, events, and/or objects.(Unit 1,2,3,4) 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
	5.2 K-4 5b F:2:2 F:3:1	Student will describe how people's experiences influence the development of specific artwork.	M	<ul style="list-style-type: none"> Explain how people's experiences influence artwork. 		<ul style="list-style-type: none"> Discuss how people's experiences influence artwork. (Unit 2, 4) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.3 K-4 5c F:3:3 F:3:5	Student will understand that there can be different responses to the same works of art.	M	<ul style="list-style-type: none"> Agree that there can be different responses to the same works of art based on personal experiences. 		<ul style="list-style-type: none"> Discuss students' varied responses to same artworks. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	M	<ul style="list-style-type: none"> Discuss and value one's own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for students' own work and the work of others. Discuss ways to show respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 K-4 6a F:2:3	Student will understand and use similarities and differences between characteristics of the Visual Arts and other arts disciplines.	M	<ul style="list-style-type: none"> Identify similarities and differences between the Visual Arts and music. 	<ul style="list-style-type: none"> A variety of classical music CD's. 	<ul style="list-style-type: none"> Compare and contrast mood in art to mood in music. (Unit 1) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist

Strand: 4.000 Visual Arts, continued

Second Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
	6.2 K-4 6b	Student will identify connections between the Visual Arts and other disciplines in the curriculum.	M	<ul style="list-style-type: none"> Identify connections between the Visual Arts and other disciplines in the curriculum. 		<ul style="list-style-type: none"> Identify the connections between Visual Arts and the use of computer technology. (Unit 2) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.3 F:2:5	Student will identify careers in the Visual Arts	I	<ul style="list-style-type: none"> Student will identify careers in the Visual Arts areas. (e.g. children's book illustrator, sculptor, graphic designer, painter, film animator, etc.) 		<ul style="list-style-type: none"> Discuss the careers of fine artists. (Unit 1) 	<ul style="list-style-type: none"> Selected response tools.
7. Writing about art.	7.0 F:3:3 F:3:4	Student will identify or describe artwork; or, discuss preferences in art; or, critique (evaluate) own artwork in the written form.	M	<ul style="list-style-type: none"> Student will identify or describe artwork; discuss preferences in art; or critique (evaluate) own artwork in the written form. 		<ul style="list-style-type: none"> Choose a favorite artwork (of all the artworks studied) to write about. Explain why the artwork was chosen as the favorite. (Final Unit) 	<ul style="list-style-type: none"> Essay Rubric

Strand: 4.000 Visual Arts

Third Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
1. Understanding and applying media, techniques and processes.	1.1 K-4 1a F:1:2		<ul style="list-style-type: none"> Use paper, paint, glue, crayons, pencils, pastels, markers, printing media, computer, and muslin (or similar fabric). 		<ul style="list-style-type: none"> Create a variety of artworks using listed materials. (All Units) 	<ul style="list-style-type: none"> Product Rubric 	
	1.2 K-4 1a F:1:2 F:1:3 F:1:7		<ul style="list-style-type: none"> Mix primary colors to create other colors. Mix tints and shades. Draw with attention to detail. (Skill reflects increased observation and knowledge of objects in his/her environment). Create a collage Use crayon batik or other resist method on fabric. 	<ul style="list-style-type: none"> Color Wheel Power Point Tribal Arts Videos (Crismac) 	<ul style="list-style-type: none"> Paint a still life, mixing primaries to create other colors. (Unit 1) Create a landscape utilizing various methods for illustrating space. (Unit 2) Draw a scene from an event in your community, emphasizing attention to detail (Unit 3) Use construction paper to create an animal crest reflecting NW Pacific Coast aesthetics. (Unit 4) Create a crayon resist cloth with patterns. (Unit 5) Create an Asian inspired artwork.(Unit 6) Draw a portrait. (Unit 7) 	<ul style="list-style-type: none"> Worksheet Product Rubric 	
	1.3 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between and processes.	<ul style="list-style-type: none"> M M R R 	<ul style="list-style-type: none"> Produce a print, drawing, painting, batik, and collage. Depict a still life. Depict a landscape. Depict a portrait. 		<ul style="list-style-type: none"> Produce a variety of art forms. (All Units) 	<ul style="list-style-type: none"> Product Rubric
	1.4 K-4 1b, 1c F:1:2 F:1:3	Student will use different media, techniques, and processes to communicate ideas, experiences and stories.	<ul style="list-style-type: none"> R 	<ul style="list-style-type: none"> Use different media, techniques, and processes to communicate ideas, experiences and/or stories. 	<ul style="list-style-type: none"> Computer with basic write and draw programs. 	<ul style="list-style-type: none"> Use a computer to create a patterned design. (Unit 5) 	<ul style="list-style-type: none"> Essay Rubric
	1.5 K-4 1d F:1:8	Student will use materials and tools in a safe and responsible manner.	<ul style="list-style-type: none"> R 	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Demonstrate proper and safe use of materials and tools. (All Units) 	<ul style="list-style-type: none"> Teacher observation with feedback

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Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
2. Using knowledge of structures and functions.	2.1 K-4 2a F:1:2 F:1:4 F:3:2	Student will know the differences among visual characteristics (art forms) and purposes of art in order to convey ideas.	R	<ul style="list-style-type: none"> Identify and compare the following art forms: painting drawing craft print 	<ul style="list-style-type: none"> Examples of: painting drawing craft print 	<ul style="list-style-type: none"> Create and discuss art forms and their characteristics. (All Units) 	<ul style="list-style-type: none"> Art Criticism Activity
	2.2 K-4 2b F:1:4 F:1:5 F:1:6 F:3:4	Student will describe how different expressive features (of the elements of art) and organizational principles (of design) cause different responses.	RR RR RR M MR	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles and their expressive qualities: line shape texture color value space (overlapping) space (size changes, placement on paper, foreground, middleground, background) balance (asymmetry) pattern 	<ul style="list-style-type: none"> Posters for all elements and principles (Crystal Productions) Maurice Utrillo's "Street in Suburbs" Paul Delvaux' "Trains du Soir" 	<ul style="list-style-type: none"> Identify, discuss and use elements and principles and their qualities: shape, color, asymmetrical balance (Unit 1) color, value, space, texture (Unit 2) asymmetrical balance (Unit 3) shape (Unit 4) line, pattern (Unit 5) line, (Units 1, 6,and 7) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	2.3 K-4 2c F:1:5 F:1:6	Student will use visual structures and functions of art to communicate ideas.	R	<ul style="list-style-type: none"> Integrate the sensory and expressive features of the elements and principles (visual structures) and the functions of art (utilitarian; ceremonial; art that depicts people, events, objects and/or places) to communicate ideas. 	<ul style="list-style-type: none"> <u>Art From Many Hands</u> 	<ul style="list-style-type: none"> Use the sensory and expressive features of the elements and principles and the following functions of art to communicate ideas: Functions of art to be studied are: - art that depicts people (Unit7), events (Unit 3), objects (Unit 1) and places (Units 2 and 6) - ceremonial (Unit 4) - art that is utilitarian (Unit 5) 	<ul style="list-style-type: none"> Product Rubric

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1 K-4 3a F:1:1 F:2:1 F:2:4	Student will explore and understand prospective (possible) content for works of art.	R M R M	<ul style="list-style-type: none"> Examine and discuss that subject matter in art can include arranged inanimate objects (still life) or people (portrait). Use arranged inanimate objects (still life) as subject matter for art. Use people or oneself (portrait) as subject matter. Examine and discuss that subject matter in art can include realistic landscapes. 	<ul style="list-style-type: none"> Examples of still life Examples of portraits Examples of landscapes 	<ul style="list-style-type: none"> Discuss still life as an art form. (Unit 1) Create a still life painting. (Unit 1) Discuss and create a landscape. (Unit 2) Discuss and create a portrait. (Unit 7) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	3.2 K-4 3b F:1:1 F:2:1	Student will select and use subject matter, symbols and ideas to communicate meaning through artwork.	R	<ul style="list-style-type: none"> Use subject matter, symbols and ideas in artwork. 	<ul style="list-style-type: none"> <u>Art From Many Hands</u> Examples or pictures of Asian paintings Examples or prints of Pacific Island Fibers (tapa cloth or batiks) 	<ul style="list-style-type: none"> Use ideas in artwork by drawing of a scene in the community. (Unit 3) Create a Pacific Island style cloth using patterns. (Unit 5) Use Asian aesthetics in creating a painting using line. (Unit 6) 	<ul style="list-style-type: none"> Product Rubric
4. Understanding the Visual Arts in relation to history and cultures.	4.1 K-4 4a F:2:1 F:2:2 F:2:3	Student will know that the Visual Arts have both a history and specific relationships to various cultures.	I	<ul style="list-style-type: none"> Discuss art belonging to the cultures of indigenous people of NW America, Asia and Pacific Islands/Australia based on their inherent characteristics. 	<ul style="list-style-type: none"> Multicultural Art Print Series, Selected Tribal Arts (Crismac) 	<ul style="list-style-type: none"> Discuss art of the indigenous people of NW America. (Unit 4) Discuss art of Pacific Islands/Australia. (Unit 5) Discuss art of Asia. (Unit 6) 	<ul style="list-style-type: none"> Art Criticism Activity
	4.2 K-4 4b F:2:2 F:2:3	Student will identify specific works of art belonging to particular cultures, times and places.	M R	<ul style="list-style-type: none"> Identify, compare, and contrast the art of indigenous people of NW America, Asia and Pacific Islands/Australia. Identify, compare, and contrast a variety of modern European and American artists. 	<ul style="list-style-type: none"> Maurice Utrillo's "Street in Suburbs" Paul Delvaux' "Trains du Soir" Examples of Picasso 	<ul style="list-style-type: none"> Identify, compare, and contrast art of NW America, Asia and Pacific Islands/Australia. (Units 4, 5, and 6) Identify, compare, and contrast a variety of modern European and American artists. (Units 1, 2, 3, and 7) 	<ul style="list-style-type: none"> Selected Response Oral Response

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Strand: 4.000 Visual Arts, continued

Third Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
	4.3 K-4 4c F:2:2 F:2:3	Student will demonstrate how history, culture and Visual Arts can influence each other through making and studying works of art.	R	<ul style="list-style-type: none"> Discuss how art is influenced by environmental and cultural conditions. 		<ul style="list-style-type: none"> Describe how artwork of various cultures can be similar and different. (Units 3, 4, 5, 6, and, 7) 	<ul style="list-style-type: none"> Essay Rubric Oral Response
5. Reflect upon and assessing the characteristics and merits of their works and others.	5.1 K-4 5a F:3:2	Student will understand various purposes for creating works of Visual Arts.	R	<ul style="list-style-type: none"> Identify the following purposes for creating artwork: <ul style="list-style-type: none"> -art that is utilitarian -art that depicts people, events, objects, and/or places - art that is ceremonial 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> -art that is utilitarian -art that depicts people, events, objects, and/or places -ceremonial art 	<ul style="list-style-type: none"> Discuss and identify the following purposes of art: <ul style="list-style-type: none"> -art that is utilitarian (Unit 5) -art that depicts people (Unit 7) events (Unit 3), objects (Unit1), and places (Unit 2) -art that is ceremonial (Unit 4) 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist Oral Response
	5.2 K-4 5b F:2:2 F:3:1	Student will describe how people's experiences influence the development of specific artwork.	R	<ul style="list-style-type: none"> Explain how people's experiences influence artwork. 		<ul style="list-style-type: none"> Discuss how people's experiences influence their artwork. (Units 4, 5, 6, and 7) 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist Oral Response
	5.3 K-4 5c F:3:3 F:3:5	Student will understand that there can be different responses to the same works of art.	M	<ul style="list-style-type: none"> List different responses to the same works of art based on personal experiences. 		<ul style="list-style-type: none"> Discuss varied responses to the same artworks. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	M	<ul style="list-style-type: none"> Discuss and value own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for own work and the work of others. Discuss ways one shows respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 K-4 6a F:2:3	Student will understand and use similarities and differences between characteristics of the Visual Arts and other arts disciplines.	M	<ul style="list-style-type: none"> Compare and contrast similarities and differences between the Visual Arts and other arts disciplines. 	<ul style="list-style-type: none"> CD's or tapes of music 	<ul style="list-style-type: none"> Compare and contrast the similarities and differences music texture and spatial techniques in landscape. (Unit 2) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist

Strand: 4.000 Visual Arts, continued

Third Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
K-4 6b	6.2 Student will identify the connections between Visual Arts and other disciplines in the curriculum.	M	<ul style="list-style-type: none"> Compare and contrast the connections between Visual Arts and Language Arts. 		<ul style="list-style-type: none"> Compare and contrast the connections between a narrative in Visual Arts and a narrative in Language Arts. (Unit 3) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.3 Student will identify careers in the Visual Arts.	M	<ul style="list-style-type: none"> Student will identify careers in the Visual Arts (e.g. children's book illustrator, sculptor, graphic designer, painter, film animator, etc.). 		<ul style="list-style-type: none"> Discuss ways in which the Visual Arts are integrated into a variety of career fields. (Any Unit) 	<ul style="list-style-type: none"> Selected response tools.
7. Writing about art.	7.0 Student will identify or describe artwork; or, discuss preferences in art; or, critique (evaluate) own artwork in the written form. F:3:3 F:3:4	R	<ul style="list-style-type: none"> Student will identify or describe artwork; or, discuss preferences in art; or, critique (evaluate) own artwork in the written form. 		<ul style="list-style-type: none"> Write a narrative about a event in your community. (Unit 3) 	<ul style="list-style-type: none"> Essay Rubric

Strand: 4.000 Visual Arts

Fourth Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
1. Understanding and applying media, techniques and processes.	1.1 K-4 1a F:1:2	Student will know the differences between materials,	R	<ul style="list-style-type: none"> Use paper, clay, tempera and watercolor paint, crayons, yarn, markers, computer and pencils. 		<ul style="list-style-type: none"> Create a variety of artworks using listed materials. (All units) 	<ul style="list-style-type: none"> Product Rubric
	1.2 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between techniques,	R RR R M M	<ul style="list-style-type: none"> Mix primary colors to make other colors. Use warm and cool colors. Use the modeling method to form clay. Use contour line in drawing. Create a computer graphic. Use a tabby pattern in weaving. 	<ul style="list-style-type: none"> Color wheel Van Gogh's "Starry Night" and other landscape paintings Computer Drawing Program 	<ul style="list-style-type: none"> Create a color wheel using primary colors to make the additional colors on the wheel. (Unit 1) Create a Van Gogh inspired landscape with an emphasis on warm and cool colors. (Unit 2) Create an animal sculpture using the modeling method. (Unit 4) Use contour line in drawing. (Unit 5) Use a computer to design a symmetrical Navajo weaving graphic. (Unit 6) Use the tabby pattern in a yarn weaving. (Unit 7) 	<ul style="list-style-type: none"> Worksheet Product Rubric
	1.3 K-4 1a F:1:2 F:1:3 F:1:7	Student will know the differences between and processes.	R I	<ul style="list-style-type: none"> Produce a weaving (loom or other warp and weft techniques), drawing, painting, and sculpture. Define the following vocabulary terms: "materials", "techniques" and "processes". 		<ul style="list-style-type: none"> Produce a variety of art forms. (All units) Define the terms "materials", "techniques", and "processes" in relation to each new project. (All Units) 	<ul style="list-style-type: none"> Product Rubric Essay Rubric
	1.4 K-4 1b F:1:2 F:1:3	Student will understand that the use of different materials, techniques and processes cause different responses.	I	<ul style="list-style-type: none"> Discuss ways that the selection of the material, technique and/or process can communicate ideas or evoke varied responses. 		<ul style="list-style-type: none"> Discuss how the selection of materials, techniques and/or process has influenced responses or communicated ideas. (All units) 	<ul style="list-style-type: none"> Essay/ Selected Response Short Answer Oral Response

Strand: 4.000 Visual Arts, continued

Fourth Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
K-4 1c F:1:2 F:1:3	1.5. Student will use different media, techniques, and processes to communicate ideas, experiences and stories.	R	<ul style="list-style-type: none"> Use different media, techniques, and processes to communicate ideas, experiences and/or stories. 	<ul style="list-style-type: none"> Crizmac's "Gente del Sol" (Amate Bark Painting) 	<ul style="list-style-type: none"> Create an Amate` Bark painting that communicates experiences. (Unit 3) Write a story about the Amate` painting. (Unit 3) 	<ul style="list-style-type: none"> Short Answer Observation of Classroom Performance Checklist Essay Rubric
	1.6. Student will use materials and tools in a safe and responsible manner.	R	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Demonstrate proper and safe use of materials and tools. (All units) 	<ul style="list-style-type: none"> Teacher observation with feedback
2. Using knowledge of structures and functions. K-4 2a F:1:2 F:1:4 F:3:2	2.1 Student will know the differences among visual characteristics (art forms) and purposes of art in order to convey ideas.	M	<ul style="list-style-type: none"> Compare and contrast the similarities and differences among the visual characteristics of painting, sculpture, collage, drawing and crafts. 	<ul style="list-style-type: none"> Examples of: painting sculpture drawing crafts 	<ul style="list-style-type: none"> Create and discuss art forms and their characteristics. Discussion will include a comparison of the similarities and differences among the art forms. (All Units) 	<ul style="list-style-type: none"> Selected Group Critique Art Criticism Activity Self-Evaluation
	2.2 Student will describe how different expressive features (of the elements of art) and organizational principles (of design) cause different responses.	RR RR RR M M M	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles and their expressive qualities: <ul style="list-style-type: none"> line shape texture color value space (size changes, placement on paper, overlapping color/value changes, detail changes) balance (symmetry) balance (asymmetry) repetition 	<ul style="list-style-type: none"> Posters for all elements and principles (Crystal Productions) 	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles and their qualities: <ul style="list-style-type: none"> color (Unit 1) line, color, value, and space (Unit 2) shape, color, asymmetry, and repetition (Unit 3) shape and texture (Unit 4) line (Unit 5) line, shape, and symmetry (Unit 6) line, texture, symmetrical balance, and repetition (Unit 7) 	<ul style="list-style-type: none"> Product Rubric Selected Response
K-4 2b F:1:4 F:1:5 F:1:6 F:3:4						

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
2.3 K-5 2c F:1:5 F:1:6	Student will use visual structures and functions of art to communicate ideas.	R	<ul style="list-style-type: none"> Integrate the sensory and expressive features of the elements and principles (visual structures) and the functions of art (utilitarian and art that depicts people, events, objects and/or places) to communicate ideas. 		<ul style="list-style-type: none"> Use the sensory and expressive features of the elements and principles and the following functions of art to communicate ideas: Functions of art to be studied are: - art that depicts events (Unit 3), objects (Units 4 and 5), and/or places (Unit 2) - art that is utilitarian (Unit 7) 	<ul style="list-style-type: none"> Product Rubric
3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1 K-4 3a F:1:1 F:2:1 F:2:4	M	<ul style="list-style-type: none"> Discuss and use the natural environment (landscape) as subject matter for art. 	<ul style="list-style-type: none"> Van Gogh landscapes 	<ul style="list-style-type: none"> Discuss and use landscape as subject matter in art. Create a landscape drawing. (Unit 2) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	3.2 K-4 3b F:1:1 F:2:1	R	<ul style="list-style-type: none"> Use subject matter, symbols and ideas in artwork. 		<ul style="list-style-type: none"> Create an animal sculpture, making the animal symbolic of actual or desired characteristics. (Unit 4) 	<ul style="list-style-type: none"> Product Rubric

Strand: 4.000 Visual Arts, continued

Fourth Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
<p>4. Understanding the Visual Arts in relation to history and cultures.</p>	<p>4.1 K-4 4a F:2:1 F:2:2 F:2:3</p>	<p>Student will know that the Visual Arts have both a history and specific relationships to various cultures.</p>	<p>M M I M</p>	<ul style="list-style-type: none"> Define a historical timeline for the Visual Arts. Discuss ways in which the Visual Arts can be identified as to era and/or specific culture, based on inherent cultural and/or aesthetic characteristics. Discuss ways in which the Visual Arts can reflect traditional southwestern Native American and traditional Mexican cultures. Compare and contrast ways that the Visual Arts reflect past and modern eras. 	<ul style="list-style-type: none"> Art History Timeline Crizmac's "Gente del Sol" filmstrip set Multicultural Art Print Series, Selected American Indian Artifacts (Crystal Productions) Janson's "History of Art", slide set Van Gogh landscapes 	<ul style="list-style-type: none"> Display and discuss the concept of a historical timeline for the Visual Arts. (All Units) Define ways in which the artwork can be identified to specific culture based on the work's characteristics. (All Units) Discuss traditional Southwestern Native American. (Units 4, 6, and 7), and traditional Mexican (Unit 3) cultures. Compare and contrast ways the Visual Arts can reflect past (Units 3 and 4) and modern eras. (Unit 2). 	<ul style="list-style-type: none"> Art Criticism Activity
	<p>4.2 K-4 4b F:2:2 F:2:3</p>	<p>Student will identify specific works of art belonging to particular cultures, times and places.</p>	<p>M I</p>	<ul style="list-style-type: none"> Identify, compare, and contrast examples of traditional southwestern Native American, traditional Mexican, and Post Impression artwork. Identify examples of Post Impressionism and art from the past. 		<ul style="list-style-type: none"> Identify, compare and contrast examples of each art style, period, and/or culture when each of the works are introduced. (All Units) 	<ul style="list-style-type: none"> Selected Response
	<p>4.3 K-4 4c F:2:2 F:2:3</p>	<p>Student will demonstrate how history, culture and Visual Arts can influence each other through making and studying works of art.</p>	<p>R</p>	<ul style="list-style-type: none"> Discuss how art is influenced by historical periods, events and environmental conditions. 		<ul style="list-style-type: none"> Discuss ways that art is influenced by historical period, events, and environmental conditions. (All Units) 	<ul style="list-style-type: none"> Essay Rubric

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
5. Reflecting upon and assessing the characteristics and merits of their works and others.	5.1 K-4 5a F:3:2	Student will understand various purposes for creating works of Visual Arts.	R M	<ul style="list-style-type: none"> Identify the following purposes for creating artwork: <ul style="list-style-type: none"> - art that is utilitarian - art that depicts people, events, objects and/or places 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> - art that is utilitarian - art that depicts events, objects and/or places 	<ul style="list-style-type: none"> Discuss and Identify the following purposes of art: <ul style="list-style-type: none"> - art that is utilitarian (Unit 7) - art that depicts events (Unit 3), objects (Units 4, 5, and 6), and/or places (Unit 2) 	<ul style="list-style-type: none"> Large Group Critique Observation of Classroom Performance Checklist
	5.2 K-4 5b F:2:2 F:3:1	Student will describe how people's experiences influence the development of specific artwork.	M	<ul style="list-style-type: none"> Explain how history, culture and people's experiences influence artwork. 		<ul style="list-style-type: none"> Explain how culture and/or history affect art. (Units 3, 4, and 6) Explain how people's experiences affect art. (Unit 3) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.3 K-4 5c F:3:3 F:3:5	Student will understand that there can be different responses to the same works of art.	M	<ul style="list-style-type: none"> Based on personal experiences, list and compare different responses to the same artwork. 		<ul style="list-style-type: none"> Discuss varied responses to the same artwork. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	R	<ul style="list-style-type: none"> Discuss and value own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for own work and the work of others. Discuss ways one shows respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 K-4 6a F:2:3	Student will understand and use similarities and differences between characteristics of the Visual Arts and other arts disciplines.	R	<ul style="list-style-type: none"> Compare and contrast similarities and differences between the Visual Arts and Music. 	<ul style="list-style-type: none"> CD's or tapes emphasizing crescendos and decrescendos (such as Prokoviev's "Peter and the Wolf") 	<ul style="list-style-type: none"> Compare the way composition in the Visual Arts is influenced by art elements and principles (such as value changes, etc.) to the way composition in music is influenced by music elements (such as volume changes, etc). (Unit 2) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist

Strand: 4.000 Visual Arts, continued

Fourth Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
6.2 K-4 6b	Student will identify connections between the Visual Arts and other disciplines in the curriculum.	R	<ul style="list-style-type: none"> Compare and contrast connections between the Visual Arts and Science, Social Studies, and Math. 	<ul style="list-style-type: none"> prisms 	<ul style="list-style-type: none"> Compare primary colors in Visual Arts to primary colors in light (science). (Unit 1) Compare how the understanding of art can improve the understanding of Social Studies, and how the understanding of Social Studies can improve the understanding of art. (Unit 4 and 7) Compare how the concept of balance is used in math and art. (Unit 6) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
6.3 F:2:5	Student will identify careers in the Visual Arts.	R	<ul style="list-style-type: none"> Student will identify careers in the Visual Arts areas (e.g. children’s book illustrator, sculptor, graphic designer, painter, film animator, etc.). 		<ul style="list-style-type: none"> Discuss ways in which the Visual Arts are integrated into a variety of career fields. (Any Unit) 	<ul style="list-style-type: none"> Selected response tools.
7. Writing about art.	7.0 F:3:3 F:3:4	R	<ul style="list-style-type: none"> Student will identify or describe artwork; or, discuss preferences in art; or, critique (evaluate) own artwork in the written form. 		<ul style="list-style-type: none"> Write a story about the Amate Bark painting. Discuss ways artwork was influenced by own culture. (Unit 3) 	<ul style="list-style-type: none"> Essay Rubric

Strand: 4.000 Visual Arts

Fifth Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
1. Understanding and applying media, techniques and processes.	1.1	Student will know the differences between materials,	R	<ul style="list-style-type: none"> Use paper, clay, tempera and watercolor paint, block printing ink, computer, and colored pencils. 		<ul style="list-style-type: none"> Create a variety of artworks using listed materials. (All units) 	<ul style="list-style-type: none"> Product Rubric
	5-8 1a	E:1:1					
	1.2	Student will know the differences between techniques,	R M R M R M M I	<ul style="list-style-type: none"> Use shading techniques. Use gesture and contour line in drawing. Mix primary colors to make other colors. Change the value of colors through the use of tints and shades and neutrals. Create value gradations in watercolor. Use the subtractive technique in sculpture. Use a computer with research tool program. Use the reverse image technique of printmaking. 	<ul style="list-style-type: none"> Color Wheel Artworks of Homer, Wood, Hopper, O’Keeffe, Wyeth, etc. Computer with research tool or Internet 	<ul style="list-style-type: none"> Use a shading technique in a realistic landscape drawing emphasizing space. (Unit 1) Use contour line and gesture drawing techniques. (Unit 2) Use tints and shades and neutrals to create value and intensity scales. (Unit 3) Use watercolor wash technique in a painting. (Unit 4) Use the subtractive technique in creating a pre-Columbian style sculpture. (Unit 5) Use computer to research folk art forms to create. (Unit 6) Use the reverse image technique of printmaking. (Unit 7) 	<ul style="list-style-type: none"> Worksheet Product Rubric
5-8 1a	E:1:1 E:1:2						
	1.3	Student will know the differences between and processes.	M R R	<ul style="list-style-type: none"> Produce a drawing, painting, print, craft and sculpture. Select materials, techniques and/or processes. Depict a landscape. 		<ul style="list-style-type: none"> Produce a variety of art forms. (All Units) Select materials, techniques, and/or processes and reflect on choices. (Any Unit) Create a landscape. (Unit 1) 	<ul style="list-style-type: none"> Product Rubric Essay Rubric
	5-8 1a	E:1:1 E:1:2					

Strand: 4.000 Visual Arts, continued

Fifth Grade: Fine Arts

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
5-8 1a E:1:1 E:1:3 E:1:4 E:1:5	1.4	Student will select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.	<ul style="list-style-type: none"> M R 	<ul style="list-style-type: none"> Select material, technique or process to communicate ideas or experiences. Discuss ways that the selection of the material, technique and/or process can communicate ideas or evoke varied responses. 		<ul style="list-style-type: none"> Select and discuss ways that materials, techniques and/or processes can communicate ideas or evoke varied responses. (All Units) 	<ul style="list-style-type: none"> Essay/ Selected Response Short Answer
	1.5	Student will intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.	I	<ul style="list-style-type: none"> Use characteristics inherent in specific art media, techniques and/or processes to enhance the communication of experiences and ideas. 		<ul style="list-style-type: none"> Communicate ideas or experiences through the creation of Early American style drawing. (Unit 1) Communicate mood through the use of color. (Unit 4) 	<ul style="list-style-type: none"> Short Answer Observation of Classroom Performance Checklist
	1.6	Student will use materials and tools in a safe and responsible manner.	R	<ul style="list-style-type: none"> Use different materials and tools in a safe and responsible manner. 		<ul style="list-style-type: none"> Demonstrate proper and safe use of materials and tools. (All Units) 	<ul style="list-style-type: none"> Teacher observation with feedback
2. Using knowledge of structures and functions.	2.1	Student will generalize about the effects of visual structures and functions and reflect upon these effects in their own work.	I	<ul style="list-style-type: none"> Analyze ways the selection of the art form (painting, drawing, print, sculpture, etc.) affects the communication of ideas. 	<ul style="list-style-type: none"> Examples of: drawing painting print sculpture folk art craft 	<ul style="list-style-type: none"> Discuss how the selection of materials, techniques, and/or processes has influenced responses or communicated ideas. (All Units) Discussion will include a comparison of the similarities and differences among the art forms. (All Units) 	<ul style="list-style-type: none"> Selected Group Critique Art Criticism Activity Self-Evaluation

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
2.2 5-8 2b E:3:4	Student will employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.	RM RR R I RR R	<ul style="list-style-type: none"> Identify, discuss and use the following elements and principles and their expressive qualities: <ul style="list-style-type: none"> line shape (positive and negative) texture color value space (value/shading) space (positive/negative) balance contrast repetition 	<ul style="list-style-type: none"> Posters for all elements and principles (Crystal Productions) 	<ul style="list-style-type: none"> Identify, discuss and use elements and principles and their qualities: <ul style="list-style-type: none"> line, value, space and contrast (Unit 1) line (Unit 2) color, value (Unit 3) value (Unit 4) texture, balance, and repetition (Unit 5) positive and negative space (Unit 7) 	<ul style="list-style-type: none"> Product Rubric Selected Response
2.3 5-8 2c E:2:1 E:3:1 E:3:4 E:3:6	Student will select and use the qualities of structures and functions of art to improve communication of their ideas.	R	<ul style="list-style-type: none"> Integrate the sensory and expressive features of the elements and principles and the functions of art (art that is decorative; that depicts people, places, events, and/or objects; and influences or evokes a response) to communicate ideas. 		<ul style="list-style-type: none"> Use the sensory and expressive features of the elements and principles and the following functions of art to communicate ideas: <p>Functions of art to be studied are:</p> <ul style="list-style-type: none"> art that is decorative (Unit 5) art that depicts events, objects, and/or places (Units 1, 2, and 6) art that influences or evokes a response through creating mood with warm or cool colors (Unit 4) 	<ul style="list-style-type: none"> Product Rubric

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
3. Choosing and evaluating a range of subject matter, symbols and ideas.	3.1	Student will integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.	R	<ul style="list-style-type: none"> Discuss the outdoors (landscapes, seascapes, cityscapes) as subject matter for artwork. 		<ul style="list-style-type: none"> Discuss the outdoors (landscapes, seascapes, cityscapes) as subject matter for art work.(Units 1 and 4) Create a landscape. (Unit 1) 	<ul style="list-style-type: none"> Product Rubric Selected Response
	5-8 3a E:3:2 E:3:4						
	3.2	Student will use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.	M	<ul style="list-style-type: none"> Discuss ways subject matter, theme and/or symbols can communicate ideas in artwork. 		<ul style="list-style-type: none"> Discuss ways that subject matter, theme and/or symbols can communicate ideas in artwork. (Units 1, 2, 4, 5, 6, and 7) Use a variety of subject matter, themes and/or symbols in artwork. (Units 1, 2, 4, 5, 6, and 7) 	<ul style="list-style-type: none"> Product Rubric
	5-8 3b E:2:1						
4. Understanding the Visual Arts in relation to history and cultures.	4.1	Student will know and compare the characteristics of artworks in various eras and cultures.	R	<ul style="list-style-type: none"> Discuss ways in which Visual Arts can be identified as to era and/or specific culture, based on inherent cultural and/or aesthetic characteristics. 	<ul style="list-style-type: none"> Crizmac's "Tribal Designs" (Pre-Columbian) Art History Timeline Examples or Prints of Early American folk art Examples of realistic American fine art paintings of the 1800-present. 	<ul style="list-style-type: none"> Display and discuss the concept of a historical timeline for the Visual Arts. (All Units) With discussion of each new culture, define ways in which the artwork can be identified to specific culture based on the work's characteristics. Compare and contrast the characteristics of each culture's artwork. (All Units) 	<ul style="list-style-type: none"> Art Criticism Activity
	5-8 4a E:2:3 E:2:4 E:3:5		R R I I	<ul style="list-style-type: none"> Compare the characteristics of artworks of various eras and cultures. Define a historical timeline for the Visual Arts. Discuss ways in which the Visual Arts can reflect the Pre-Columbian South American culture. Discuss ways in which the Visual Arts can reflect realistic American fine art (1800-present) and Early American folk arts. 			

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
4.2 5-8 4b E:2:3 E:2:4 E:3:5	Student will describe and place a variety of art objects in historical and cultural contexts.	M	<ul style="list-style-type: none"> Identify and analyze examples of Pre-Columbian, Early American folk art, and realistic American fine art (1800-present). 	<ul style="list-style-type: none"> Crizmac's "Tribal Designs" (Pre-Columbian) Examples or Prints of Early American folk art Examples of realistic American fine art paintings of the 1800-present (O'Keeffe, Homer, Hopper, Wood, Wyeth). 	<ul style="list-style-type: none"> Identify and analyze examples of pre-Columbian (Unit 5), Early American folk art (Unit 6), realistic American fine art (1800-present) (Units 1 and 4) Identify, compare and contrast examples of each art style, period and/or culture when each of the works is introduced. (All Units) 	<ul style="list-style-type: none"> Selected Response
	4.3 5-8 4c E:2:3 E:2:4	Student will analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.	R	<ul style="list-style-type: none"> Describe ways history and culture influence the Visual Arts. 		<ul style="list-style-type: none"> Discuss ways that art is influenced by historical periods, events, and environmental conditions. (All Units)
5. Reflecting upon and assessing the characteristics and merits of their works and others. 5-8 5a E:3:1 E:3:2 E:3:5	Student will compare multiple purposes for creating works of art	I R M	<ul style="list-style-type: none"> Explain the following purposes for creating artwork: <ul style="list-style-type: none"> art that is decorative art that depicts events, objects and/or places art that influences or evokes a response 	<ul style="list-style-type: none"> Examples of: <ul style="list-style-type: none"> art that is decorative art that depicts events, objects and/or places art that influences or evokes a response 	<ul style="list-style-type: none"> Identify the following purposes for creating artwork: <ul style="list-style-type: none"> art that is decorative (Unit 5) art that depicts events, objects, and/or places (Units 1, 2, and 6) art that influences or evokes a response (Unit 4) 	<ul style="list-style-type: none"> Large Group Critique Observation of Classroom Performance Checklist

Student Outcome Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations	
	5.2 5-8 5b E:3:3 E:3:4 E:3:6	Student will analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry	M	<ul style="list-style-type: none"> Discuss contemporary and historical meanings of artworks. (Discussion should be within the context of specific historical and cultural frameworks.) 		<ul style="list-style-type: none"> Discuss contemporary and historical meaning of artwork. (Units 1, 5, and 6) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.3 5-8 5c E:3:5 E:3:8	Student will describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.	R	<ul style="list-style-type: none"> Compare individual responses to artwork from various eras and/or cultures. 		<ul style="list-style-type: none"> Discuss varied responses to the same artworks. (All Units) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	5.4 K-4 5c R:1:6	Student will show respect for personal work and the work of others.	R	<ul style="list-style-type: none"> Discuss and value own work and the work of others. 		<ul style="list-style-type: none"> Discuss and show respect for own work and the work of others. Discuss ways of showing respect. 	<ul style="list-style-type: none"> Observation of Classroom Performance Checklist
6. Making connections between Visual Arts and other disciplines.	6.1 5-8 6a E:3:3 E:3:4	Student will compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.	I	<ul style="list-style-type: none"> Describe and compare the characteristics of works in two or more art disciplines that share similar subject matter, historical periods or cultural context. 	<ul style="list-style-type: none"> "Breezing Up" Homer 	<ul style="list-style-type: none"> Compare the use of story to evoke a response to the use of Visual Arts to evoke a response. (Unit 4) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.2 5-8 6b E:3:7 E:3:8	Student will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.	I	<ul style="list-style-type: none"> Describe ways in which Visual Arts content is interrelated with other disciplines in the curriculum. 		<ul style="list-style-type: none"> Discuss ways in which the content of Visual Arts is interrelated with: Science (Unit 3) Social Studies (Units 1 and 6) 	<ul style="list-style-type: none"> Oral Response Observation of Classroom Performance Checklist
	6.3 E:2:2	Student will identify and investigate Visual Arts careers and qualifications, noting the personal and work attributes required to succeed.	R	<ul style="list-style-type: none"> Student will identify and investigate careers in the Visual Arts areas (crafter, illustrator, fine artist). 		<ul style="list-style-type: none"> Discuss ways in which the Visual Arts are integrated into a variety of career fields, specifically noting the personal and work attributes needed for success. (Any Unit) 	<ul style="list-style-type: none"> Selected response tools.

Strand: 4.000 Visual Arts, continued

Fifth Grade: Fine Arts

Student Outcome	Number	Target	Focus	Target Indicator	Resource	Instructional Recommendations	Classroom Assessment Recommendations
7. Writing about art.	7.0 E:2:3 E:2:4 E:3:3 E:3:5	Student will analyze; or, compare and contrast; or, evaluate art (or art cultures, periods, or styles) in the written form.	I	<ul style="list-style-type: none"> Student will analyze; or, compare and contrast; or, evaluate art (or art cultures, periods, or styles) in the written form. 		<ul style="list-style-type: none"> Discuss and analyze the creation of mood in own painting using the written form. (Unit 4) 	<ul style="list-style-type: none"> Essay Rubric